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ABSTRACT

The Dillingham (Alaska) Foreign Study Program Evaluation covers 3 school years (1970-71 through 1972-73). The program was an innovative direction for rural education in expanding the students' (predominantly Native American) experience during their senior year in high school, and offering early entrance into college. The Center for Northern Educational Research was asked to evaluate: (1) the increase in the students' entrance and success in college; (2) attitudinal changes occuring in their outlooks and future options; (3) the influence of the structure of the program on their success and how the structure differed every year. To measure the effects of the program on college entrance and success in each of the 3 years, the students' rates of entrance and success in college were compared to Native American students enrolled for the first time in the University of Alaska. Assessment of student attitudes toward themselves and their future were obtained (third year only) from: (1) a questionnaire asking if they had changed on the trip, and how; and (2) a questionnaire concerning occupational educational goals administered three times during the program. Some findings indicated that the increase in college entrance and success had: a large impact (1970-71); a sizeable impact (1971-72); and a good effect (1972-73). No definite conclusions were made about attitudinal changes in self-concept and future possibilities. However, the students' self-reports raised the possibility that some favorable results did occur. (AH)

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DILLINGHAM FOREIGN STUDY PROGRAM EVALUATION

Final Report

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PREFACE

The Dillingham Foreign Study Program began in 1970, and continued each year for three school years. It is an innovative direction for rural education in expanding students' experience during their senior year in high school, and offering early entrance into college. The program was initially developed to help meet the needs of predominantly Native background students in which the traditional high school program did not seem to be preparing them for entrance into post-secondary school education.

The Center for Northern Educational Research was asked to evaluate the program in terms of increased student entrance and success into college and attitudinal changes occuring in the students' outlooks and future possibilities. The influence of the structure of the program in the three years was also examined in terms of student success.

The support for this research came through the Dillingham School District in conjunction with the Center for Northern Educational Research. Two major purposes of the Center for Northern Educational Research are "the identification, ordering, and promotion of promising means for improved educational programs" and "the design of research projects appropriate to new educational concepts," especially their effectiveness in rural educational settings.

I would like to express my thanks to Dr. Judith Kleinfeld, at the Institute for Social, Economic, and Government Research for her advice throughout the study and to Mr. Dan Turner, who made possible a first-hand observation of the program while the students were in Japan. In addition, a special thanks to Mr. Barry Waldo, Mr. Terry Chaise, Mr. Dan O'Brien, Ms. Anna Andrews, and other instructors in the program who donated many hours of their time in aiding this evaluation.

— Diana Holzmueller

INTRODUCTION

Dillingham is a small, rural fishing village in Southwest Alaska with approximately 850 residents, primarily Native. Like most Alaska villages, Dillingham's main transportation link with major population centers is by plane. Daily commercial flights to Anchorage, and several charter services to outlying villages, are available for those who can afford the air fare. The only road leads to a small village about 20 miles away.

In Dillingham and other rural Alaska villages, it has become apparent that the high schools need to develop new approaches to the traditional programs if their students are to succeed in college:

> Dillingham's isolation, combined with the fact that about 90 percent of the villagers have some degree of Alaskan Eskimo or Aleut background, created educational needs that the traditional school program was not meeting. Because of language and cultural barriers, the typical Native students were often three years behind by the time they entered the ninth grade. Though there were indications that they were just as intelligent as the white students, they had lost confidence in their ability to compete with them academically. As a consequence, many students dropped out before completing high school, and very few ever attempted college. Indeed, no more than five students out of a class of 30 had ever gone to college and survived the first year.[1]

The Foreign Study Program was developed in Dillingham in partial response to this problem. One purpose of the program was to increase the number of students who enter college by guiding them toward college while they are still in high school. Another purpose was to increase their chances to succeed in college by providing new experiences to increase their self-confidence. To accomplish this, the Foreign Study Program enabled rural students to spend part of a high school year in a foreign country and enter college after 3 years or less of high school. In the foreign country, the Native and non-Native students would be on equal footing in coping with a different language and culture.

With the trend in rural education turning more toward sending rural students to high school in their home villages, the foreign travel and college experiences also provide a way to increase these students' awareness of outside opportunities as well as suggesting alternatives to living in a small, rural village.

The original program was developed in Dillingham during the 1970-71 school year by Daniel Turner, the superintendent, and Bob Cherry, the high school principal. While the underlying concept of the program remained the same in each of the three years of the program's operation, important changes occurred. There were differences in the size of the student groups, homogeneity of social characteristics, length of program orientation, college campus attended, and foreign country visited. Indeed, each year of the program was actually a different version because of these differences. Such changes in the program may have influenced its degree of success in different years.

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[1] W. Russell Jones, Jr., "On an Equal Footing," *Today's Education, NEA Journal*, March, 1972, p. 57.

PURPOSE OF THE EVALUATION

This evaluation explores the following questions in so far as is possible with available information.

1. Did the Dillingham Foreign Study Program increase college entrance and success?

2. Did the program change students' attitudes toward themselves and expand their ideas of what possibilities may be open to them in the future?

3. How did the program structure differ in particular years, and how did these structural differences influence success?

Method

To measure the effects of the program on college entrance and success in each of the three years, the Dillingham Foreign Study Program students' rates of entrance and success in college were compared to those of the most comparable group of students available: Native students enrolled for the first time at the University of Alaska.[2]

It was very difficult to assess the effects of the program on the students' attitudes toward themselves and their future possibilities. We asked the 1972-73 students on a questionnaire if they had changed on the trip and, if so, how. We also administered a questionnaire concerning occupational and educational goals three times during the 1972-73 year — at the beginning of the program, after travel experience, and after university experience.

To examine the differences in the program in particular years, we interviewed trip sponsors, university staff, and counselors. We also compared rates of college entrance and success in different years, and tried to determine what differences in the programs may have accounted for various degrees of student success.

The First Foreign Study Program: 1970-71

The 1970-71 Foreign Study Program was funded by the Public School Foundation, Bureau of Indian Affairs (tuition payments for some students), and the Alaska State Boarding Home Program. The Dillingham school district paid travel, board, and lodging, and the students provided an estimated $300 each for personal expenses. Counselors and group leaders agreed to accompany the group to Japan at a reduced salary.

The program included 15 seniors and 13 juniors from Dillingham High School. The group consisted of 22 Native and 6 non-Native students. All of these students were volunteers, and all but one had above average high school grades (see Table 1).

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[2] K. Kohout and J. Kleinfeld, *Alaska Natives in Alaska Higher Education*, Institute of Social, Economic and Government Research, 1974 (forthcoming). All percentage figures of University of Alaska, Native students' entrance, and success rates cited here were obtained from this higher education study. They are included here to give some indication of how program students compare with other students in Alaska who enter college, although the groups are not statistically comparable.

The group participating in the first year program was very small and cohesive. The students had similar backgrounds and were familiar with each other and the staff. In addition, this was an experimental program and considerable pressure existed for it to succeed. Both the community and students had participated in planning the program. This led to student understanding of program goals and strong support for these goals. One student wrote in his travel report:

> September 14, 1971, was the result of planning on the part of many people, and study from the students involved. Approximately 27 students plus adults left the Dillingham airport at 10:45 p.m. Roll call was taken and Mr.___gave a little speech about what to expect at the Anchorage Airport and where we were allowed to stay. There was talking between students and advisors. We joined in singing songs learned from the first grade up 'till now.

The first part of the program consisted of a two-week orientation course in Dillingham where the students received intensive instruction in Japanese culture, language, and history from a professor of Asian studies at Alaska Methodist University. Students then spent three months in Japan where they attended classes in Japanese language, social studies, and language arts. Graduate assistants from Magoya University acted as tutors and guided tours.

While in Japan the students lived very much as the typical Japanese. They often stayed in youth hostels frequented by Japanese youth or in *ryokans* (ro-kanz), Japanese hotels, frequented by Japanese tourists. A *ryokan* is generally owned by a family. Its rooms closely resemble those of the owner; they are very sparse with a single low table, rice mats, and a decorative flower design or valued statue. Sleeping mats are placed on the floor in the evening and put back into the storage closet in the mornings. Most of the time a small room heater or heating unit under the table provides warmth since there is no central heating. The large, hot community baths in the *ryokans* were used extensively by the students.

In their travel reports mailed weekly to the Dillingham school office, students frequently mentioned growing awareness of cultural differences and developing confidence in finding their way around a strange country. Moreover, the Native students often noted that they received a more favorable reception by the Japanese than the white students because of their more Asiatic facial features and smaller statures. Two Native students wrote:

> At the terminal in Tokyo a Japanese student approached me and started talking to me in Japanese. After I told him that I didn't understand him, he started speaking excellent English. I was really surprised. We talked for a while, then I realized that we didn't even know each other's names. I introduced myself, and he gave me his name and address, and told me to ring him up anytime if I wanted to tour Tokyo with him. He thought that I was a Japanese student taking American students on a tour. I told him no, I myself am an American.
>
> In Takayma, we found that most people just didn't quite know what to do about foreigners. It is a smaller town than what we are used to and the people hadn't had much experience with Americans. However, we were often taken for Japanese because we look more like them.

The white students in the group noted to their chagrin that the Native students were better regarded by the Japanese:

> In Nagoya we were dressed for a tea ceremony by the little maids in the *ryokan*. They had a hard time fitting Connie and me because we were so much bigger and bustier than the Japanese women. They kept pounding us in the chest and saying "too big, too big." Most of the Native girls looked just like the Japanese in Kimonos.

When the students returned to Dillingham High School for a second semester, many of them felt academically and socially constricted in the small town high school and expressed interest in attending the University of Alaska. Arrangements were made and the Alaska State Department of Education granted permission to count the University as an extension of the Dillingham School District, so public school foundation funds could be used. Dillingham High School gave participants credit for courses completed at the University and the University allowed the program students to enroll in freshman courses, holding back credit until they were graduated from high school. College credit was then given for those courses successfully completed. A teacher who had gone on the trip and gained the students' confidence went with the Dillingham students as a counselor to ease some of the adjustment problems at the University and to help maintain group motivation.

College Entrance

In January, 1971, 19 of the 28 program students entered the University of Alaska and two other students continued their education at other universities: one at Walla Walla in Washington, and the other at Talent Education Institute in Japan. A total of 75 percent of the program students entered college.[3] Of Native program students, 73 percent entered college, compared to 48 percent college entrance in 1971-72 of Native students who graduated from Native-majority public high schools in June, 1971 (a year later when proportionately more Native students were enrolling in college). Although such a comparison is not statistically rigorous, it does suggest that program participation increased college entrance. That the program had such positive effects is also suggested by the opinions of students. Many held the view that they would not have gone to college without the program. As one said, "College isn't as hard as we thought, since most of us didn't even think of going to college."

At the end of the college semester, all of the non-Native program students and 88 percent of the Native program students remained in college (see Table 3). The two students who left college were juniors who dropped out within two weeks to return to high school for additional high school work before attempting higher education. Such a rate of college retention is quite high for Native students at the University of Alaska.[4]

College Success

To assess college success, we used as our major criterion maintaining a 2.0 grade point average while completing 7.5 or more credits per semester.[5] By this criterion, 83 percent of the non-Native program students aand 56 percent of the Native program students succeeded at the University of Alaska (see Table 4). Only 35 percent of University of Alaska Native freshmen succeeded at the University of Alaska during their first enrollment.[6] The success rate is even more impressive because program students were only high school juniors and seniors while the University of Alaska Native students were at least college freshmen

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[3] We sent a questionnaire concerning college entrance to Dillingham graduates for the three years preceding the program. Of those who returned questionnaires, only 52 percent entered college. Our response rate was 57% of Dillingham graduates. This response is only fair, and thus it is difficult to draw conclusions.

[4] We do not have information on college retention during the first semester alone for Native students. College retention over the first year for Native students at the University of Alaska in 1971-72 was only 49 percent.

[5] For an explanation of the basis of using this criteria, see K. Kohout and J. Kleinfeld, *Alaska Natives in Higher Education*, Institute of Social, Economic and Government Research, 1974 (forthcoming).

[6] Such a comparison may have some effect on the greater success rate of program students because program students attended for only one semester while success for University of Alaska Native students in general was calculated for several semesters. Thus, a student could have made up for a poor initial start by getting better grades and more credits during subsequent semesters or vice versa.

We compared the college success of Native program students with University of Alaska Native students who had the same levels of academic achievement as measured by American College Test (ACT) scores. Of Native program students with medium level ACT scores, 56 percent (5/9) succeeded compared to only 36 percent (13/36) of University of Alaska Native students from Native majority public high schools. Of program students with low ACT scores, 40 percent (2/5) of the Native students succeeded compared to only 14 percent (3/21) of University Native first-enrollment students scoring in the low ACT category. Although these comparisons involve small numbers of students, they do suggest that program students' greater success was not because of greater academic ability but because of other factors, such as motivation or other supports that the program provided.

The Second Foreign Study Program: 1971-72

During 1971-72, the Dillingham school administration decided to open the Foreign Study Program to students from other high schools in Alaska. Only 29 percent of the students in the second year's program came from Dillingham. Others came from small rural high schools, public boarding schools, and white majority high schools through the boarding home program.

The expanded program had essentially the same purpose as the first year program: to identify rural high school students with the academic ability to attend college and encourage them to attend. Selection of students was made through recommendations of teachers, boarding home coordinators, and school or dormitory counselors. No specific criteria were set up for selecting students. Sometimes school staff picked top academic students but other times they picked those students with top citizenship reports who wanted to go on the trip or those they felt were not realizing their potential. The group as a whole was probably not highly select. While 92 percent of the Native students for whom high school grades were available had grades above 2.0, the grade point average of the second year's Native students was lower than the average of the previous year's Dillingham students (see Table 1).

The 49 students in the program first attended a five-week orientation - to-Japan session in Dillingham. Those students who were not from Dillingham lived in local homes. Instructors from AMU taught the courses in Asian Studies, and a sponsor of the first year's trip directed the program. The instructors organized courses in English, Japanese language, and social studies to be taught while the students were in Japan.

In contrast to the first year's program, students entered the University of Alaska after summer vacation. They entered in September as regular college freshmen and were about the same age as other university freshmen. The students were housed in a residence hall that also contained the new students who planned to go to Japan in the third year's program. One of the counselors went to the University with the group to help with students' adjustment problems.

College Entrance

All of the non-Native students and 36 of the 43 (84 percent) Native students entered the University of Alaska as freshmen in September, 1972. This rate of college entrance is quite impressive. Although we have no way to compare college entrance of program students with that of a comparable group, it seems quite likely that the project definitely affected college entrance. Many students interviewed said that it was the Japan trip that made them think of going to college.

College Success

Of the students who entered the University of Alaska, 50 percent (3/6) of the non-Native students and 56 percent (20/36) of the Native students succeeded during the first semester (see Table 4). In that year, only 38 percent of first time Native students in general succeeded during their first enrollment. Again, comparing Native program students with nonprogram students of comparable academic ability level suggests that the greater success of Native program students was due not to higher academic ability but rather to other factors such as increased motivation. Of Native program students with low ACT scores, 50 percent succeeded compared to 38 percent of University of Alaska Native freshmen in 1971-72. Of Native program students with medium ACT scores, 61 percent of the program students succeeded compared to 38 percent of University of Alaska Native freshmen. The greater success of program students could be attributed both to greater motivation before entering the program and to the effects of the program in developing motivation or providing group support through the group living situation. While it is possible that program students were more highly motivated initially, it is equally possible that the program (either through the foreign travel experience or through the group support and counseling provided in a common dormitory) made the difference.

The Third Foreign Study Program: 1972-73

The third program involved a much larger group of students, a total of 142 participants, all high school seniors. It was divided into two sections. In the first section, 48 high school seniors attended classes at the University of Alaska and then went to Japan. In the second section, 94 high school seniors first went to Spain and then attended classes at Alaska Methodist University.

Section 1: University of Alaska-Japan

Students again came from different high schools in Alaska and had been selected by school staff recommendations. Only 21 percent of the students were from Dillingham. Another 29 percent of the group were boarding home program students from either Lathrop High School or Monroe High School in Fairbanks. The remainder of the students came from schools scattered throughout the state. The mean high school grades of the third year program students were lower than they had been during the previous two years (see Table 1). In addition, the mean ACT scores of students were lower. Thus, this group of students were academically less prepared for college than the previous groups.

Unlike previous years, the students in this program attended college before traveling abroad. Some of these high school seniors took Student Orientation Service courses during their first semester (September, 1972) at the University of Alaska. In addition, a mandatory Japanese language course was taught in the residence hall, and an orientation to Japanese culture course was offered for which students received no credit. The students were housed in the same residence hall with the former (1971-72) Japan group and shared a counselor who had been a sponsor of that group.

During the second semester, students traveled to Japan where classes were continued in English, social studies, and the Japanese language.[7] The Japanese language class was taught by a Japanese student, a graduate in linguistics. The other classes were taught by instructors who accompanied the group as sponsors.

College Entrance

All of the non-Native students and 85 percent of the Native students stayed in the program throughout the year. Of the six students who dropped out, two returned to high school during the first two weeks of college and one dropped out during the semester on campus (see Table 3). Two other students did not return for the travel experience, and one student dropped out while in Japan.

College Success

Of this group 86 percent of the non-Native students and 34 percent of the Native students succeeded in college, according to our criteria, during the first semester. The rate of success of first time Native students during 1971-72 (the previous year) was 38 percent. Of Native program students with low ACT scores 23 percent succeeded compared to 38 percent of University of Alaska first time Native students of equal academic achievement during 1971-72. Of Native program students with medium ACT scores, 50 percent succeeded compared to 38 percent of other Native students at the University of Alaska in the same ACT category range during 1971-72. The program students were only high school seniors and as a whole, succeeded only a little less frequently than college freshmen; however, the dramatic differences of previous years in favor of program students did not occur.

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[7] These students were joined in their travel experience by about 13 high school seniors from throughout the state who had completed their state graduation requirements. These students were not included in the evaluation because they had not participated in the entire program.

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Reasons for Less College Success

There are many reasons why the third year's group was less successful than earlier groups. The first year's group (1971-71), also high school students, were reported to have had an easier university course load than the 1972-73 group. In addition, they had higher means both on ACT test scores and on high school grades. The first year's group was an experimental program, and there was great pressure on the students to succeed. It is also possible that some decline of program success in the third year was because of a decline in group unity, shared goals, and personal relationships with staff due to increased size. Although the third year program students shared the same residence facilities as those in the 1971-72 program, many of the students did not know who had been to Japan and who the students were in their own group. A unified group of students had not been formed through the coalescing effects of a shared travel program. Also, with the expansion of the program, administrative disorganization became a serious problem and prevented program staff from knowing where they were going and emphasizing clear goals to the group. Since shared goals and a sense of group unity were not built, many of the students who entered this phase of the program kept previous friends and did not mix with other students. As the counselor indicated, "The biggest problem was the students involved with others from downtown; they had their friends from previous years and they didn't mix with the other students." This may explain the especially marked decline in the success of female students in the third year (see Table 6). Many of the girls were in the Fairbanks Boarding Home Program and had other friends.

This third year program in general was a success in so far as it encouraged many students to attend college who probably would not have otherwise attended. It introduced a wider scope of possibilities and broadened the students' experiences. However, a deeper analysis of the problems that may have interfered with full attainment of program goals is important for improvement of future programs.

Section II: Spain-Alaska Methodist University

This section of the trip included 94 high school seniors from around the state. In the fall term students went to Wildwood in Kenai for an intensive two-week orientation on travel in Spain. Classes in sociology, Spanish, and English began at this time and were continued on the two-month trip. Two instructors from AMU accompanied the group. Students were divided into three study groups on the basis of achievement levels. Each study group elected representatives to a student union to interact with sponsors on behalf of the total group.

After returning to Alaska, the students were expected to attend AMU after the semester break. Part of the group returned in time to begin the four-week intensive study term on January 2, 1973, and the remainder returned on January 23 for the 11-week term. One full semester is composed of a four-week and an 11-week term, with class registration at the beginning of each.

In contrast to the University of Alaska students who lived together in the same dormitory, some of the AMU program students lived off campus and others lived in different residence facilities on campus. In addition, several of the members of the group could not register for classes since they did not have enough high school credits to graduate by state requirements. These students cross-registered with Anchorage Community College and continued classes there. In sum, neither in the dormitory situation nor in the classroom situation was there much group unity and support. Again, this was a very different situation from previous years.

College Entrance

Of the original 68 Native students 93 percent entered AMU in Anchorage. Of the students who entered AMU, 86 percent remained throughout the semester (see Table 3).

College Success

Of the AMU program students, 73 percent of the non-Native students and 41 percent of the Native students succeeded in college their first semester (see Table 4). The rate of success of Native first time students in general at AMU during the previous year was 45 percent.[8] The rate of success of Native program students was 41 percent; with low ACT scores it was 26 percent, and of those with medium ACT scores it was 58 percent (see Table 4). It must be noted that ACT scores are not required from new students and the scores available for comparison may not reflect the overall rate of success.

The pattern of success of the Spain-AMU section of the trip was almost the same as in the University of Alaska-Japan section. The non-Native students succeeded at almost the same rates at each institution. The success rate of Native students at AMU was very slightly higher than the rate for University of Alaska program students and very slightly lower than Native students in general at AMU. Again, it must be kept in mind that the program students were only high school seniors, and we are comparing them to college freshmen.

Attitudes Toward Self and Future Possibilities

One of the major purposes of the foreign study program was to increase rural Native students' awareness of the outside world and their self-confidence. It is very difficult to measure such changes. We asked students after the 1972-73 Spain and Japan trips if they had changed at all during the trip and, if so, how. Of course, students themselves may not know of changes that occur or may attribute changes to the trip which are a result of increasing maturity. But, nonetheless, student opinion may provide some important clues to the type and extent of changes that occur.

The group that went to Japan the third year reported far more positive changes than the group that went to Spain. Of the 45 Native students in the Spain program who completed questionnaires, only 42 percent reported any positive change. The changes reported most often were categorized and the frequency of each was coded. Of these changes, 13 percent concerned greater awareness of cultural differences, 9 percent concerned greater desire to travel, and 9 percent concerned growth in self-confidence and sense of autonomy. Of the 28 Native students in the Japan program who completed questionnaires, 84 percent reported positive change. Of these changes, 36 percent concerned greater desire to travel, 13 percent concerned greater awareness of cultural differences, and 13 percent concerned growth in self-confidence and autonomy. Students' responses to these questions may be found in Appendix II.

On the basis of the students' responses, the trip appeared to have had positive effects on many of them. However, only a small proportion of the group reported changes in self-confidence and autonomy. Moreover, the Spain trip, according to student opinion, had much less positive effect on them than the Japan trip. The possibly less effective Spain trip may be due to a number of factors. For example, the large size of the group led to less contact with program sponsors and less awareness of program goals; there were more administrative problems in Spain, according to student responses and anecdotal reports. Also, the Native students in Spain did not have the satisfaction of looking very much like Japanese and receiving special attention.

Our questionnaires concerning changes in occupational and college goals did not show any consistent change over the year. The surveys were made three times during the program year and responses to the

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[8] See K. Kohout and J. Kleinfeld, *Alaska Natives in Alaska Higher Education*, Institute of Social, Economic and Government Research, 1974 (forthcoming).

questions varied. About 58 percent of the students had the same occupational goals throughout the year. On plans to attend college, 58 percent of the students also remained the same. The remainder of the students did not change in any consistent direction and there seemed to be no changes specifically related to program experience. It is quite possible that questions about occupational and college plans did not measure the more subtle changes in self-confidence that occurred through the program. Moreover, it could also be the case that the program's effect on changing college plans occurred prior to the time we administered our measure since a student who applied for the program might have changed his ideas toward college in making his application.

We cannot, in short, make any conclusions about attitudinal changes in self-confidence and future possibilities as a result of the program. However, students' self-reports do raise the possibility that some favorable results did occur.

SUMMARY

1. **Did the Dillingham Foreign Study Program increase college entrance and success?**

The first year's program appears to have had a large impact on college entrance and success. Of the students who went to Japan, 75 percent entered college. College entrance for Native students was 73 percent. These students were only high school juniors and seniors. Yet 83 percent of the non-Native students and 56 percent of the Native students succeeded at the University of Alaska. The success rate of the Native program students was higher than the success rate of University of Alaska Native freshmen.

The second year's program also appears to have had a sizeable impact on college entrance and success. All of the non-Native students and 84 percent of the Native students entered college after the program year. College success of the non-Native students was 50 percent and 56 percent of the Native students succeeded. These students entered as college freshmen and their rate of success was considerably higher than that of University of Alaska Native first enrollment students in general. While we cannot rule out the possibility that the program students were a more select group to begin with than the Native students who entered college on their own, we have no evidence suggesting this is the case. It seems likely that the program experience and group living situation had an impact on these students' success because they succeeded more frequently than students with similar ability levels.

The third year's program had a good effect on college entrance. It may have increased college success because a less select group of students in ACT scores and high school grades entered college, but we cannot be sure this is the case. Of the third year's program Native students, 95 percent actually attended college and 38 percent succeeded in college.[9] This rate of success is about the same as Native college freshmen in general. Of course, these students were only high school seniors rather than college freshmen.

2. **Did the program change students' attitudes toward themselves and expand their ideas of what possibilities may be open to them in the future?**

We cannot make any definite conclusions because these changes were only measured during the third year of the program and because our measures were based on subjective evaluations. Based on students' reports, the group that went to Japan reported far more positive effects of the program on themselves than the group that went to Spain. Those students who reported change saw it primarily in the area of increasing their interest in travel. Possibly this indirectly indicates greater self-confidence by desiring to visit unfamiliar places. A small percentage of the students also reported greater awareness and acceptance of cultural differences and growth in self-confidence and autonomy.

There is also evidence of behavioral change indicating greater interest in exploring the world and greater autonomy in the first year of the program, possibly as a result of student participation and planning. One student, for example, decided to stay in Japan for studies on her own, and another attended cooking school in Paris.

In the third year of the program, students were less aware of program goals, and consequently the experience may have been less meaningful to them. One student, when asked why he had applied for the program merely said, "My counselor recommended me," not knowing about the travel and college experience that were ahead of him.

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[9] College credit was given for courses taught during the Spain travel.

3. **How did the program differ in particular years, and how did these structural differences influence relative success?**

It is difficult to make any conclusions about the effects of different year's programs because the students who entered the programs differed initially. We know, for example, that the ACT scores of students and their high school grades were higher in the first two years than in the third year. While we can examine the rate of college success of students of similar ACT levels and thus to some extent take into account students' differences in academic ability in evaluating the effects of the program, the students may also have differed on motivational factors which we could not measure.

The first year's program appears to have been clearly the most successful. Although the group consisted of high school juniors and seniors, they entered and succeeded in college at markedly higher rates than Native college freshmen. Some students also expanded their experience by deciding themselves to study or travel abroad. The second year's program was also quite successful. College entrance and success was much higher among the Native college freshmen who had participated in the program than among Native college freshmen in general. The third year's program had a high rate of college entrance. The college success of the students was about the same as that of freshmen in general.

In the third year there was a great increase in program size and more noticeable program disorganization. This appeared to cause less close personal relationships between students and staff, less clear understanding of the program's goals, and a decline in group cohesion and group spirit. The program students did not form a close group of friends who supported program goals and influenced each other to achieve these goals.

In the first year, students came from the same town and knew each other and the staff well. The community had decided upon an innovative program and the students were well aware that traveling abroad was expected to increase their awareness of the world and what they could do in the future. The students who attended the University of Alaska were notable for their high *espirit de corps*. A counselor whom they knew well went to the University with them, helped to maintain the group, and helped students with adjustment problems.

In the second year, students did not know each other as well because they came from different high schools. However, the five-week orientation seemed long enough to introduce the culture of Japan and introduce students to each other without being so long as to dull student enthusiasm. In addition, the same people who conducted the orientation also went on the trip and thus were personally known to the students. The larger size and lack of homogeniety of the group did cause some loss of cohesiveness with the formation of different student subgroups. However, peer support continued at the University since the program students were housed together. There was also continuity of personal adult guidance since the dormitory counselor had gone on the trip with them and also helped them at the University. Group unity was maintained in college by such informal activities as sitting together, watching slides of the trip, and pointing out the various people in the group and common experiences.

The very large third year program was more disorganized, which resulted in many types of administrative and financial problems and led to a much less favorable climate for achieving program goals. Since the AMU group consisted of 94 students, the staff did not know the students as well as in the other groups. While the University of Alaska group was smaller, personal relationships with staff did not continue throughout the program. Only one couple who knew the students at the University went on the trip. Anecdotal reports indicate that since this couple knew the students previously, the students felt freer to discuss their problems with them. It was reported that this may have decreased staff unity by upsetting other staff members. The goals of the program were not made clear to students or to the teachers and counselors who recommend them. Thus, students were not as enthusiastic about the trip, and enthusiasm was also dulled by the long waiting period between acceptance and going on the trip. At the University of Alaska, due to the program disorganization, there was no follow-up or encouragement of students to

enroll in college the following year. Students were confused as to whether they would graduate from Dillingham High School or from their own high school and were confused as well about other aspects of the program.

In addition, group cohesion at the universities was much lower. The trip was organized so that a large number of students in the AMU groups were Anchorage boarding home program students, and a large number of students in the University of Alaska group were Fairbanks boarding home students. These boarding home students had made friendships while in the community previously and did not feel much need for mingling with the program students. At AMU as well, some students lived off campus and some students lived on campus, and the students on campus were housed in male and female residence halls. This again caused a division of students and a splitting into smaller groups of students who were well acquainted with each other before the trip.

The large size of the program and administrative disorganization also caused many other problems related to staff morale and public relations. Throughout the trip, students and staff complained about lack of consistent organization and communication with the home office. No attempt was made to capitalize on each year's program by evaluating specific methods of selection and orientation. The administrative confusion was partly responsible for the large financial deficit of the third year's program — $81,054.

The policy of taking students out of high school during the second and third year's program also created a number of serious problems. According to personnel at the schools, the "cream of the crop" had been taken, leaving the rest of the seniors apathetic and demoralized. Non-Native students at the high schools also wanted to go when they heard about the program. When the non-Native students learned they would have to pay part of the program expense themselves rather than receive BIA support, they were angry at the way the Native students were supposedly taking advantage of taxpayers. Such problems did not occur in the first year's program when all students came from a single school district and had an opportunity to participate in the program.

CONCLUSIONS and RECOMMENDATIONS

A foreign study and early college entrance experience offers a very important way to increase rural students' awareness of future possibilities and their chances of entering and succeeding in college. Such an approach is especially important if rural secondary education continues to move in the direction of sending more village students to small rural high schools. Through foreign travel, students can attend high school at home but still gain the advantages of broadening their experience. Through entering college in their senior high school year in a group situation with counselor support, students can receive assistance in making the transition to college.

The cost of the foreign study program is not high in view of the benefits it offers. In the 1972-73 program, for instance, $4,079[10] was spent per student for both the travel and college semester. This cost is comparable to that of the rural boarding home program or regional high school, although greater than the cost of the urban boarding home program or village high school.[11] However, by attending college early, public monies are saved also through reducing the total number of high school and college years which must be financed.

On the basis of this evaluation, it is clear that to achieve the greatest benefits from the program, first, emphasis needs to be placed on creating small, cohesive groups of students who can develop close personal relationships with program staff, and second, students need to clearly understand and support program goals. In addition, because the present policy of choosing a few students from several high schools creates problems for the students remaining in these schools, more emphasis also needs to be placed on drawing large groups of rural students from the same high school. Finally, greater benefit would probably occur if the Alaska International Academy (the private organization which has taken over the program) served as a facilitator encouraging and making arrangements for interested students in rural high schools and local teachers to plan their own foreign study and early college entrance experience.

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[10] Based on 142 students.

[11] Judith Kleinfeld, *A Long Way From Home*, Center for Northern Educational Research and Institute of Social, Economic and Government Research, 1973, 109.

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APPENDIX I

Statistical Summary of Student Characteristics and College Entrance and Success

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TABLE I

Dillingham Foreign Study Program
High School Grades for Native Students*

	1970-71 U of A	1971-72 U of A	1972-73 U of A	Total
Mean X	2.74	2.54	2.38	2.48
Average & Below 2.00-below	(1)	(2)	(12)	(15)
Above Average 3.00-2.01	(7)	(17)	(20)	(44)
High 4.00-3.01	(1)	(5)	(5)	(11)
	9	24	37	70

Dillingham Foreign Study Program
High School Grades for Non-Native Students*

	1970-71 U of A	1971-72 U of A	1972-73 U of A	Total
Mean X	3.25	3.36	3.35	3.33
Average & Below 2.00-below	(0)	(0)	(0)	(0)
Above Average 3.00-2.01	(1)	(1)	(2)	(4)
High 4.00-3.01	(2)	(4)	(5)	(11)
	3	5	7	15

*High school grades based on the numbers available through counselor records. A large number of high school records were not complete, and therefore eliminated, especially for those students who received high school credit on college campuses. High school grades for students attending AMU were not made available.

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Table 2

Dillingham Foreign Study Program
Distribution of Native Students by Type of High School*

Type of High School	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Public Native Majority	100% (22)	74% (32)	49% (20)	29% (19)	53% (93)
Public White Majority		14% (6)	41% (17)	50% (34)	33% (57)
Public Boarding School		12% (5)		15% (10)	9% (15)
Private School			10% (4)	7% (5)	5% (9)
N	22	43	41	68	174

Dillingham Foreign Study Program
Distribution of Non-Native Students by Type of High School*

Type of High School	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Public Native Majority	100% (6)	74% (6)	43% (3)	12% (3)	40% (18)
Public White Majority			57% (4)	85% (22)	58% (26)
Public Boarding School				4% (1)	0% (0)
Private School					2% (1)
N	6	6	7	26	45

*Derived from student records. Based on categories of high schools. K. Kohout and J. Kleinfeld, *Alaska Natives in Higher Education*, Institute of Social, Economic and Government Research, 1974 (forthcoming).

Table 3

Dillingham Foreign Study Program
Drop-out Rates for Non-Native Students' First Year in Program

	1970-71 U of A		1971-72 U of A		1972-73 U of A		1972-73 AMU		Total	
	N	%	N	%	N	%	N	%	N	%
Number in program	22		43		41		68		174	
Number entering college	16/22	73%	36/43	84%	41/41	100%	63/68	93%	156/174	90%
Drop-outs	2		5		3		9		20	
College entrants in college at end of first semester	14/16	88	31/36	86	38/41		54/63		136/156	

Dillingham Foreign Study Program
Drop-out Rates for Non-Native Students' First Year in Program

	1970-71 U of A		1971-72 U of A		1972-73 U of A		1972-73 AMU		Total	
	N	%	N	%	N	%	N	%	N	%
Number in program	6		6		7		26		45	
Number entering college	5/6		6/6		7/7		25/21		43/45	
Drop-outs	0		1		0		3		4	
College entrants in college at end of first semester	5/5	100%	5/6	83%	7/7	100%	22/25	88%	39/43	91%

Table 4

Dillingham Foreign Study Program
Success Rates in College by ACT Scores for Native Students*

ACT Score	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Mean X	12.07	12.76	10.38	10.47	11.13
0-10 (Low)	40% (2/5)	50% (5/10)	23% (5/22)	26% (8/31)	29% (20/68)
11-20** (Medium)	56% (5/9)	51% (14/23)	50% (9/18)	58% (15/26)	57% (43/76)
Scores not Available	100% (22/22)	33% (1/3)	0% (0/1)	50% (3/6)	58% (7/12)
Total (including college dropouts)	56% (9/16)	56% (20/36)	34% (14/41)	41% (26/63)	44% (69/156)

Dillingham Foreign Study Program
Success* Rates in College by ACT Scores for Non-Native Students

ACT Score	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Mean X	19.75	18.40	18.71	18.23	18.50
11-20** (Medium)	100% (3/3)	60% (3/5)	80% (4/5)	81% (13/16)	79% (23/29)
21+ (High)	100% (1/1)	0% (0)	100% (2/2)	100% (6/6)	100% (9/9)
Scores not Available	50% (1/2)	0% (0/1)	0% (0/0)	0% (0/3)	14% (1/7)
Total (including college dropouts)	83% (5/6)	50% (3/6)	86% (6/7)	73% (19/26)	73% (33/45)

*ACT scores came from college records of University of Alaska and Alaska Methodist University. Success was determined by achievement of a 2.00 GPA or better for 7.5 or more credits of instruction per semester. Students dropping out of the program before college semester ended were not included.

**Only two students had scores falling above 20 and have been included in the 11-20 group.

***Only one student had a score falling below 11 and was included in the 11-20 group with no change in statistics.

Table 5

Dillingham Foreign Study Program
College Grades for Native Students' First Semester Excluding Drop-outs

	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Mean X	2.26	2.38	1.62	1.85	1.95
Average & Below 2.00-below	50% (7)	29% (9)	68% (25)	65% (35)	56% (76)
Above Average 3.00-2.01	29% (4)	45% (14)	27% (10)	31% (17)	33% (45)
High 4.00-3.01	21% (3)	26% (8)	5% (2)	4% (2)	11% (15)
Total*	14	31	37	54	136

Dillingham Foreign Study Program
College Grades for Non-Native Students' First Semester Excluding Drop-outs

	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Mean X	3.13	2.73	2.95	3.07	3.01
Average & Below 3.00-2.01	0% (0)	25% (1)	14% (1)	0% (0)	6% (2)
Above Average 3.00-2.01	50% (2)	25% (1)	29% (2)	30% (6)	31% (11)
High 4.00-3.01	50% (2)	50% (2)	57% (4)	70% (14)	63% (22)
Total	4	4	7	20	35

*Based on grades available.

Table 6

Dillingham Foreign Study Program
Male and Female Success* Rates for Native Students Entering College

	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Males	31% (4/13)	38% (6/16)	36% (9/25)	33% (9/27)	35% (28/81)
Females	56% (5/9)	56% (15/16)	31%	41% (17/41)	45% (42/93)
Total	16	43	41	68	174

Dillingham Foreign Study Program
Male and Female Success* Rates for Non-Native Students Entering College

	1970-71 U of A	1971-72 U of A	1972-73 U of A	1972-73 AMU	Total
Males	100% (2/2)	0% (0/2)	100% (3/3)	88% (7/8)	80% (12/15)
Females	100% (3/3)	75% (3/4)	75% (3/4)	71% (12/17)	70% (21/28)
Total	5	6	7	25	43

*Success in college is determined by achievement of a 2.00 GPA or better for 7.5 or more credits of instruction per semester.

Table 7

DILLINGHAM CITY SCHOOL DISTRICT

Foreign Study Fund: Statement of Actual Expenditures*
Year ended June 30, 1973

	Actual
Revenue:	
Revenue from State and Federal sources —	$261,129
Public school foundation program	25,000
State Operated Schools Contract	182,957
Boarding Home Program	182,957
	469,086
Revenue from local sources:	
Student tuition payments	25,002
Miscellaneous	4,114
	29,116
Total	498,202
Expenditures:	
University tuition	242,392
Transportation	118,158
Room and Board	102,243
Teachers' Salaries	48,867
Other Salaries	27,543
Insurance	9,998
Fairbanks Expenses	5,159
Books and Supplies	6,459
Student Allowances	3,600
Bad Debt Expense	7,000
Birth Certificates and Passports	1,851
Miscellaneous	5,986
Total	579,256
Expenditures less Revenue	81,054

*Figures released by Dr. Charles White, Superintendent of Dillingham City School District, 1973-74. These expenditure figures include only those incurred directly by the high school Dillingham Foreign Study Program, 1972-73. They do not include other expenditures incurred under the Foreign Study Fund for other programs or school years.

APPENDIX II

Responses of Native Students to Questions Concerning College and Travel Abroad

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I

How have you and your ideas changed during your trip to Spain?

"My ideas really didn't change. The trip to Spain to me was somewhat both pleasure and educational. I learned about the poverty stricken people and the rich people." (Mekoryuk)

"My ideas about things didn't have much change during my time in Spain." (Anchorage)

"I feel a lot of respect for the Spaniards in a way that I can never feel for Americans. I realize that you can't be anything unless you make life what you want it to be. Life is a battle. You've got to fight for what you need and want and if you don't, you're nothing. I've always wanted to help others and to be outside participating in any activity that involves people and exercise. Nothing has really changed since I've been to Spain. Just a few of my feelings on the future and the yearn for more traveling. I look at life more seriously than I've ever did before. I realize you can learn by experience by being on your own and I enjoy doing things for myself." (Dillingham)

"I got to understand many things and I also learned a great deal on the trip. The way in which different cultures was more recognizable than ever before. I couldn't wholly say that I understood things or why they did think the way they did. But it was part of the culture. It also got me to accept life as it is here and how in Alaska or rather should I put it this way, got me to appreciate things more. It was a worthwhile trip." (Kiana)

"I don't think I changed while over in Spain. My ideas are about the same as before." (Nulato)

"I haven't changed my plans for my future." (Nulato)

"Didn't change too much." (Kaltag)

"For one thing or I should say, my plans are. Some of my plans are changed and some are not. I know for a fact that I am not the only one that have problems." (Clark's Point)

"My ideas did not change while I was in Spain." (Nulato)

"Nothing much change except for a few things. I would like to travel more and see a few more things." (Alegnagick)

"I changed my mind of being a teacher." (Shageluk)

"The staff got stricter. We had more rules. But the trip was still exciting in some ways. If there was a class in history it would be more exciting for some of the students." (Noorvik)

"I don't think I change a bit or my ideas." (Dillingham)

"My ideas changed a little." (Hooper Bay)

"During my stay in Spain I feel that I became more self responsible and mature. The trip seemed to have put a person in the position where he was mostly on his own. He then knew he must work and learn for himself." (Dillingham)

"My ideas changed by wanting to go out away from a small town and try to learn something to try to be a hard working man. I want to do a lot now that I never thought I would do. I changed my wanting to learn more about people and their customs and I want to visit more countrys in which I will." (Dillingham)

"I thought that being in Europe may be awful and I wouldn't like it. But now I love it there the people are very friendly and I also like the way they live there. I never thought of ever traveling to Europe before the Spain trip and now I'm planning to go back and travel to different places and seeing what the rest is like." (Bethel)

"Well I got to know how different people live and how they do things different from us. I use to think people all ones the world do things the same way, but the trip change that feeling. It was fun meeting people over there, they knew we weren't Spaniards so they would come to us, say 'hoala!' You'd meet all kinds of people in different manners." (Kaltag)

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"My ideas hardly had any change at all. I saw what I expected and I told myself that my mind wouldn't be change at all of anything. No change at all." (Barrow)

"I realized there is another way of life beside the American way. It is not correct to say something a person from another culture does is right or wrong because his standards of right and wrong are different from ours. It's not fair to judge one culture by another. I think the Americans are very poor tourists. They are so certain they are the best, their ways are best, everyone else is wrong. No wonder Americans aren't liked very well in other countries! About the only way I changed is I think I am more mature than when I went to Spain and now I can see that there are two sides to problems." (Dillingham)

"Little in every way." (Chalkyitsik)

"I don't think it changed much. There is one thing that changed though, simply that different countries have different expressing themselves. They dress differently from us. We mostly wear blue jeans for example, while they are dressed in slacks. They don't dress as sloppy as some of us do. Also they thought that you were a girl who fooled around a lot if you were on your balcony talking to a bunch of strange guys. But the first thing that I noticed that was kind of different was girls walking arm in arm with other girls. Also the boys did this. But after they explained why they did this I understood after being out in the street for awhile." (Kaltag)

"The only thing I could say is I think I came back a little better than I was before and I take things a little more serious than before toward bettering myself." (Chignik)

"When I was in Spain, I thought about be just a secretary, but after I came here to college, I thought I liked it a lot and want to use the education I get for something very, very useful ... work in an office as an employer for others and work for my people." (Mekoryuk)

"My ideas about education did not change at all when I was at Spain. I still wanted and still want to go on to secretarial work, either that or be a housewife. I mean once you know what you want, that's it." (Alaknuk)

"I did not change my ideas about my future. My future consists of being a bush pilot, and a heavy equipment operator." (Holy Cross)

"They really haven't changed very much as when I was in Espana. I have changed in being more responsible with valuable things. I respect myself much more than when I did first go over." (Dillingham)

"My ideas didn't exactly change. The thing that really changed in me was my attitude toward jobs. I now know what my career is going to be." (Tanana)

"What I have learned in Spain, or think about, it is great. Helps you know what to do or where to go. I don't think my ideas have not changed. Because I feel the same way like I did in Spain. I like Spain and the people are kind and just like they are always happy everywhere I see them. I wouldn't mind going back again and know more about the people." (Buckland)

"My ideas about everything changed some in different areas. The thing I noticed most is I'm always comparing people with people. I noticed how we are more modernized than the people over in Spain. I'm glad I was one of the students to go on the trip. But there were disadvantages for me too. I had to drop the whole idea of football, in the beginning of the school year. Now I'm hassling with the school between AMU and East High. I'm trying to get back into wrestling at East. But I still consider myself fortunate to make the trip." (Nondalton)

"During my stay in Spain a lot of my feelings about other people, this includes any race, became more understandable through the everyday contact with different people in and out of the group, also through the study of sociology. I came to understand myself a little more and what made me feel the way I did about things. I feel that the program has done a lot for me. I can see, think, and feel the good things in life and also be aware that there are bad things but those can be conquered." (Holy Cross)

"My ideas on how people of another country live changed because I got to see what actually happens and how they actually live. My idea on a group of kids of different bloods getting together changed because I thought there would be more prejudices on the trip than there was. It all turned out okay." (South Naknek)

"Haven't really thi ik about my time in Spain." (Mekoryuk)

"Guess being away from home in a different country and all that." (Barrow)

"I really never did give a thought about it." (Dillingham)

"I really enjoyed it there; nothing else to say." (Tanana)

"I hadn't really think about those kinds of things while over there. I just enjoyed myself a lot." (Pedro Bay)

"It didn't change me very much. Only thing was there culture is very different than ours." (Gambell)

"I don't have very much to say about the trip, but it was very good. I really enjoyed the trip." (Nulato)

"I haven't thought about it enough to answer." (King Cove)

II

How have you and your ideas changed during your time at AMU?

"Well lots of things have changes during my stay here. Lot of new friends and learning something." (Mekoryuk)

"Since I came back from Spain and entered the University, my ideas have changed a lot. The University isn't what I thought it was at all, especially some of its courses. When I entered the art class here at the University I thought I had a real good class, but it turned out to be a flop. I think it would better for me to go to an art school, other than to continue on in a regular college. I think the college should have more better art courses offered other than what they have now." (Anchorage)

"There are some things that have changed and some that have not. One thing is my ideas about colleges. I don't know what to go into and study. All I know is that I would like to travel some more and still be able to make money somehow. That's why I'm having a hard time deciding what college to attend and what courses to take that will help me to start a job or career in something which I would like. I would like to continue Spanish and be able to communicate with someone who can speak it pretty fluently. At this time there is no one who is available and who will take the time to sit down with me and just talk. I had planned to continue college, but now that I really don't know, don't think I should be going to college." (Dillingham)

"My ideas about things hasn't changed during my stay here at the University." (Nulato)

"Yes, it made me change my feelings toward the universitys. It also made me change my mind about going to college. So right now I am going to finish college." (Kaltag)

"It has made my plans for the future more clear. Like what I want for my future. What field I want to get into. As of now, I know what is college. Like and if I am ready for college. College isn't for me probably until later years, that's if I want to go back and get my degree." (Clark's Point)

"I feel more educated." (Nulato)

"Well I found out that a college life can be hard for some people and easy for others. The University here is not to bad but doesn't offer much courses which I think are going to be helpful to me in the coming years. So next year I plan to go to the University of Alaska where they offer better courses. The college here is kind of hard for me cause I don't like the way they function the classes. If they had a one hours courses for each class I think it would be better for the whole University." (Alegnagick)

"At first I thought I would continue and finish school. Now that I'm getting married I'll be going back to school or would like to go back to school after I settle down. That will be about two more years." (Shageluk)

"I think after going to a trip like the one we took to Spain, and then going to a University is very good." (Noorvik)

"Well, first of all I don't get homesick and I could talk to people more freely. It seems to me that I could find my way through a bigger city." (Dillingham)

"My ideas about things change during my time here at the university. I successed. There should be more activity here on campus, for things get pretty boring when you have nothing to do. That is the only thing that (I think) is the only worsed problem here on campus." (Hooper Bay)

"I've learned that one must not stay in a shell and not be seen in order to do something. He must get up on his own feet and make it understood where he stands and what his major goal is in life. I've also learned that there is really no place like home where you have friends and aren't just a number." (Dillingham)

"In many ways, I thought being in University would be a drag, but I found out it is fun. My ideas about not learning anything have changed, because I did learn that a lot from the University." (Napakiak)

"Yes I do. I don't think I need to go to college but I do think I should go to a vocationary school." (Dillingham)

"There are much more ideas about what University is than I had earlier, that I came to realize there is much better time for to do. Besides having to raise a family. I believe in learning in a different atmosphere than I have at home but I may have a better understanding about both sides of having to make a family and helping other people. University, I found out is a nice place to start off from. Because the students are the ones who make University much more than it is." (Barrow)

"I guess I take education more seriously since I've been here. In high school I didn't give a hoot about education, but I find I can do better in this world if I did get an education." (Koyak)

"Experiencing my freshman year here at AMU made me realize that this isn't the type of school that I want to go to. I guess I'm not the school girl type. I'd like to work with machines like typing, transcribing, and taking shorthand. To me it would keep me interested and busy doing what I'd like to do." (Bethel)

"Everyone was always saying how hard college was and how it was a big adjustment to make after high school. I believed this but I don't anymore. College is very similar to high school and it is a real drag. I thought from some stories I've heard and books on college that I would like college. I don't. It is a big bore and probably a waste of time. You may use the time in college to have fun and grow up but you can do that working. Most of college doesn't prepare you for life. It teaches you to be educated with a bunch of history, English, Math, etc. that you probably will never use. That is the only change I can think of." (Dillingham)

"Yes, I changed mine about not getting out of school." (Chignik)

"Yes, changed my idea about going to school here at AMU for 4 years since there's hardly any subjects I want to be studying while I'm in school." (Mekoryuk)

"I always thought I'd be able to go on to college and take a four year term, but things been happening at home. Mother for one thing needs all the help she can get and I want to help her. After everything's been taken care of there I'll probably go on to some business school, find a job concerning business and that's all I'm able to foresee about my future. Unexpected things do happen and I really don't have the slightest idea if that's what really going to, I mean my future. I really can't write it down on a piece of paper what exactly will happen. I don't think my ideas have changed during my time at the University, for you see I'm going to get married this coming fall." (Alakanuk)

" Realize that education is out there if you want it you have to go out and get it. There's lots of hassles though. Things going on." (King Salmon)

"My ideas about things changed because before I do anything I look at all sides before jumping to it. I also feel that if a person is asked to be responsible for something they should be quite old enough to be responsible. Other than that my ideas really haven't changed at all." (Dillingham)

"No. Not too much." (Tanana)

"My first semester here in Alaska Methodist University is exciting for me. I do like it here as it is." (Buckland)

"Things have changed a lot. You feel more responsible for things a lot more since college has more people to push you on. When in high school I never thought that this wouldn't be hard to be on your own but it is. I think there have been a lot of improvements since the trip. So I think students should go on but only go during their last year and last semester of high school." (Dillingham)

"I don't think my ideas have changed very much. College was a lot easier than I thought and was led to believe it was. I had fun on campus and I lived and nobody tried to change me. My ideas about my future have changed a little since I have had a steady boyfriend for three months. It depends on how things go with him that will decide my future." (South Naknek)

"My ideas changed some during my stay here at AMU. My ideas of going to college were very remote last year in high school. But now I am thinking continuing my education in the electronic tech field. I am going to try and go to ACC for 2 year." (Nulato)

"Yes, I've learn a lot about college and how it is to be on my own." (Chalkyitsik)

"Things change a lot for my ideas about college but not for myself. For myself I think I change a little but not much. I thought it would be a lot different than high school but in a way this university is runned like a high school, some of it. But then another way it is all together different." (Chignik)

III

How have you and your ideas changed during your time at the U of A?

"Nothing changed very much." (Hughes)

"There is a big difference between going to the University and being a BHP student. I think I am a lot more mature about college life now. There is a lot more responsibility here than going to high school. I think I can cope with things a lot better next year when I go back to college. It wouldn't be as confusing and I'll know what's going on." (Huslia)

"I think I wouldn't want to go back to high school. I'd rather keep on going to college. I have seen more up here and learned more than I would have back in school and I know much more in taking care of myself in college." (Tanana)

"Hasn't changed much about the trip. Maybe a little less excited. Found out how college life is and found what I expected." (Allakaket)

"I think this University is very nice, but there is always the problem of nothing to do. There isn't that much going on on weekends. Everything is like a program; the University is too large for the size of the city." (Barrow)

"Things have changed a whole lot. I argue more with my instructors, not really arguing but battling and coming out more puzzled and a little bit wiser. I have never really associated with other students in my freshmen, sophomore, and junior years. I have a lot more friends who I'm going to miss in my Christmas vacation. Like the time a lot of students who left home for the Thanksgiving vacation the first night they were gone I was already missing them. This has been one of the most fun-filled, crazy, mixed up, puzzling semesters for me." (Noorvik)

"When I first came here I didn't know much about the University except for a few things that some people who went here told me. Most of them didn't like it here, more because of its location than anything else. So when I came, I was expecting the same things that they told me. Now that I've been here one semester, I find they were wrong. I really like attending the University. This is the most enjoyable year (semester) I've had out of the past three years in high school. I plan on coming back." (Sand Point)

"Well, when I first got here to the University it was very hard for me because at that time I had no friends, but after months later I met a lot of friends, so it really changed—good to have friends." (Hooper Bay)

"As far as the University is, in its location, I still think it would not be a pleasant place to spend the second semester of the school year. Although the courses that are offered here are fine, it does lack a few on the major interest of mine as far as majors in our field is concerned. But is is all right." (Togiak)

"When I first got here, I didn't know we would live in coed dorms which kind of surprised me. The things that changed, well I don't think anything has hardly changed at all. Going to class early in the morning, for example, my anthropology class, the teacher doesn't take role at all. He just comes in and starts to lecture about what we are going to study. I could skip anthropology class anytime I wanted to, but I would rather go to class and learn something. Anybody in that class can skip which I haven't done yet. Just a few times that I have gotten up too late and missed that class. I'm not sure I answered the question right." (Point Hope)

"I think that this school is all right. I really thought the teachers were all okay. Though I really wouldn't want to come back here for other reasons. The program is a really far out thing. You learn a few things. Find out things about a University and pretty much how to get around Plus you get a semester of college. Then go on a trip which will be very educational and exciting." (Galena)

"You have to study hard and try to be sensible about things." (Allakaket)

"During my stay at the University, I have experienced a number of things. Which to me was helpful. I think that college education is a good thing to have." (Alegnagick)

"At first I thought I didn't want ever to come back to Fairbanks. Well, that has changed. I'd like to come back and get Office Administration in college." (Quinhagak)

"Yes, my being here at the University has changed my attitude about going on to college. The college life isn't so bad after all. My first impression of the college was it would be hard and strict but it's up to the student if he wants it to be hard or easy on himself." (Newhalen)

"A little but I found out a lot about this University and how it operates." (Galena)

"When I first got here I didn't know much of this place and now I know more of it and I know where to go when there's something going on. Also I know how college life is." (New Stuyahok)

"My ideas have changed a whole lot about college. It has really been a good semester, better than I expected. This college life makes someone think of life more carefully than they would have if they were in high school. It also shows you that if you don't do your work no one else is gonna do it for you, and it is very important that it gets done. You also feel that nothing or almost nothing is impossible to do. College life is kind of hard to understand, but once you understand it, it becomes much easier to associate with people, and work together." (Buckland)

"I don't think many of my ideas have changed but I know I have changed a lot. Being around other people who do not tell you when and what to do make you grow up. Overall, I think this has done everyone a lot of good." (Tok)

"Yes, I began to like it during the latter part of this semester because I knew where most all the things and buildings were and had more confidence in myself in knowing where the action and movies are held." (Tok)

"I haven't been home all summer and when I finally did get home there was all my letters piled up and waiting for me, so I opened this first letter and presto! 'Congratulations, you have been one of the selected lucky persons who are taking a trip to Japan ... etc. etc.' So I said, sure I'm going to Japan, I'm also going on a fishing trip tomorrow. Then I opened up the next letter. It contained my ticket to Fairbanks and the U of A. Then I became a believer. It's too far out to believe, even yet, but it's happening. Another thing I've found out, is that I can relax for a change. Like all the way up through my high school, and grade school, years I've had to hassle my way through everything mentally and physically, mostly physically, because of different races of people who attended these schools. But here on campus I've seen people who I've known in high school change a whole lot, that's including myself. Everyone is a lot more mature and there are white people, Negroes, Natives, foreigners, and so on, so I think it's just a psychological change. Anyway it's an improvement in my life." (Manokotak)

"Made me realize how little children are such beautiful humans. Like, coming up here you don't see much of them. I always thought children were little brats, now I think they behave more than college students. Makes me think a lot." (Noorvik)

"I guess my ideas changed some, but I wouldn't know for sure, in what ways or I couldn't say how, they've changed, because it too early." (Kiana)

"I become more neater in some ways and I have learned a lot from this University. I think I can go through college without too much trouble. When I first came here I didn't know much about this University, but now I think I can manage now." (New Stuyahok)

"At first I was wondering what was going on here. This was something new to me as it is to everyone else I guess. After awhile everything started to turn out fine. It is or was a new home to me as the time past. Now that I started to know many different people I finally settled down and it was like everyday life to me. I enjoyed it as long as I didn't think of home too much and I would like to attend the university again, probably next year." (Bethel)

"Not too radically but now I use bigger words." (Tanana)

"When I first arrived I thought it would be a place where a person would have no time to goof off and have fun and that you would always have to live according to someone elses standards. But after attending school here for one semester I find that it does require studying but you would still have time to goof off. Also you are practically on your own." (Galena)

"I don't think any of my ideas change at all." (Barrow)

"In lots of ways." (Aleknagick)

"I think that it has helped me a lot. Because before I came I wasn't sure I wanted to go to college, I thought it would be a big step. But with this Foreign students and SOS it was such a big step after all." (Bethel)

"It was sure been very good going to the university. I sure did enjoy schooling at the college. My ideas sure change from being a stewardess to a doctor's nurse. I wouldn't mind continuing college for a long time. Whether I get good or bad grades, I still keep up my work until I get tired of school." (Kaltag)

"Some of my ideas have changed, but most of them are still the same. But I really like college tho. So next year I made up my mind to go to college at AMU in Anchorage. I sure hope I succeed, which I am pretty sure I will." (Nondalton)

IV

How have you and your ideas changed during your trip to Japan?

"All I know is that I am more confident in myself and things that I do." (Hughes)

"For one thing, I have more confidence in myself. Now that I have seen Japan, I want to see more of the world and I have a little more traveling experience. After this program is over, I would like to go to U of A then transfer to another college in a different state." (Huslia)

"Even though I went to the U of A and took orientation, I didn't know what to expect in Japan. So that everything I saw in Japan was new to me but really didn't surprise me. I'm thinking about traveling to other countries because traveling around Japan got me to thinking about traveling." (Tanana)

"After traveling around Japan, I feel that it really is fun to tour a complete different country. Meaning fun, is seeing a different culture and customs of the people and trying to communicate with the people. I feel that everyone should have a chance to go to any foreign country. It's a great experience." (Allakaket)

"Well, I'm starting to really take life more seriously in that I want to learn more things and associate with more people. Also, going out more into this world and trying out new things ordinarily aren't found in smaller populated centers." (Barrow)

"After having been to Japan, I feel as if I must travel more than I ever did before. I believe I would like to go back to the University of Alaska (Fairbanks), study for awhile, and then take off traveling. I'd like to have a job that is associated with travel. I don't believe you can expect a whole lot of your ideas and things to change in two months, whether you are in Japan or not. But being over here I have learned not to take things at their face value. You have got to probe deeper." (Sand Point)

"My ideas about things in reference to what I want to do have not changed a lot. But the program has taught me, or I have learned a lot in what I could do now in a foreign country as communication is concerned and how to deal with friends, what to look for and where I want to live after being out of my home for awhile." (Togiak)

"Things have changed a lot in me since I've been in Japan for the last couple months. Like I'm getting so used of the language and I'm always bowing all the time I meet a person. My plans or ideas have really changed since the first couple days in Japan. I would really like to stay in Japan for about another 3 months because I really enjoyed staying and going around Japan." (Point Hope)

"Well I know now that my ideas about Japan have changed because Japan is almost like America. The whole system is almost identical to the USA." (Galena)

"I feel like I'm smarter in one way." (Allakaket)

"I thought it would be like heck of a ball, but I was back in school again, and that was a bummer. We burned up too much sun light in the morning if we didn't have class." (Alegnagick)

"Well Japan was pretty far out. The things some of the guys bought were pretty cheap." (Galena)

"When the plane landed at Tokyo International Airport my first impression was, I don't like it, I want to go back. It looked like it was going to be a bad experience for me to come here. Well, I learned the other way around at Nagoya. The people are very friendly and the houses are so close by I couldn't tell where the next house is. I learned to know what house stays here and there and it was a great experience. The country itself I think is way different than Alaska. The first time I went to the bathroom I thought, oh no, I have to squat. But life is both the same and different in Japan to Alaska." (Quinhagak)

"The trip has really broadened my view on world traveling. I would like to visit some other countries besides Japan. Traveling is a lot of fun and educational. In a couple years from now I would like to travel again." (Newhalen)

"Japan is a very good country to visit. It is a small country but very interesting people if you get to know the person. The only thing I didn't like about it was the pollution there." (Galena)

"I thought the subways would be real confusing, and always crowded. Once you start knowing your way it wouldn't be that hard. The best time I like to ride the subways is during the rush hours." (New Stuyahok)

"Well for one thing, I wouldn't want to go back to Alaska and settle down. I'd finish college and then travel as much as I can to different countries." (Backland)

"It changed when I saw what really was happening over here. Like how the people lived, talked, and just way they lived really. When I saw the big cities and countryside my ideas changed because I thought it was different. A lot of my ideas changed when I saw what it was really like in Japan." (Minto)

"If I went on another trip I don't think I'd travel in a group. It's too hard to cope with others' problems. If something goes wrong for someone else it effects everyone. I think a lot of kids matured on the trip. We had to choose what we wanted to do on our own. I think this trip has done me a lot of good. My ideas have changed somewhat. We got to see what the Japanese really live like." (Tok)

"This trip has made me want to travel more. Right now I am planning to go to Hawaii and California on April 15 and then on to Europe in mid January '74. So I will probably go to the college one more semester to take European History." (Bethel)

"Well I thought that I would be free enough to get to go to another city or get away and be alone and think but that idea was a farse. By the way what are things? Be more specific." (Tanana)

"I didn't really feel that much of a change." (Galena)

"My ideas haven't changed very much. A few of my ideas have changed but I can't remember what they are right now." (Hooper Bay)

"I don't think I changed at all, some of my friends say I have but I don't think I did. About my ideas, well they haven't changed that much. This fall, instead of going to the U of A, I plan on trying to go to the Kinman Business School in Spokane, Wash. Other than that they haven't changed. If I don't go to Kinman I'm going to try for Sheldon Jackson Jr. College. My ideas about the U of A have changed. I think that there is too much dope going around there and I don't like that too much so I'd like to go to a small college rather than a large one now." (Metlakatla)

"I sure did enjoy staying in Japan. I liked the very nice Japanese, they were very kind, and I sure did love their baths. What I thought about Japan, I was thinking I'm going to make another trip here in the future. I enjoyed staying but I hated youth hostels that was my only problem. The next foreign I would like to visit in my future is Spain. Also another trip back to the beautiful country of Japan." (Kaltag)

"My ideas was I thought Japan was almost like Alaska. But it's not a bit like Alaska. I like Japan for all the fun things we did here. Japan is a very big city. Tokyo I think is the biggest city in the whole world. Japan is very beautiful. It's not too cold like Alaska. The people in Japan is really nice." (Nondalton)

"I studied about the Japanese families at the U of A and I know pretty much about them from the books. When we visited at homes in Kobe, I noticed that this family was like the families from what I read. This family still stuck to the old tradition. But now a day families are starting to change from their tradition. So from studying about the families I noticed traditions here are changing." (Bethel)

"My idea about the trip was like this. I thought that it was going to be a trip of mostly going by ourselves, but we were in two large groups and we would go visit someplace in a large group and it was kind of crowded sometimes when we get to the place we were to visit. Changes in my mind are first I was planning on getting a repair shop or become an engineer but to what I have seen here is that more people would be going to stores and restaurants and I'm thinking of either a store or restaurant or even both, but come to think of it how many people would be willing to eat in a small village of a little over 300 people? but as for a store I imagine it can grow much quicker than a restaurant would." (Manokotak)

"I realized that there was another little world besides Alaska and Alaska the very opposite from Japan. When I stepped out of the plane I really didn't think much of Japan and its people. Now that I've been here, it's really amazing how different the Japanese people are from us Alaskans. I really can't explain it, but it's beautiful. My thoughts. Better ways of living, better ways of spending money, better ways of deciding what to do." (Noorvik)

"For one thing we got to observe and be in a different society than American like their moral principals, etc. So most of us won't keep wondering how can other countries be different. More sure of what I was thinking of doing in my future." (Kiana)

"First of all I thought Japan was going to be very very crowded. But I learned that in Japan, Tokyo is the most crowded city I have been to. Also, back at the U of A we were told we were going to stay in homes of Japanese, but I learned it is hard for something like that. It was good we learned a little Japanese before we came, because it really helped. I plan on coming back in the future." (New Stuyahok)

"A whole lot of my ideas changed about Japan since we landed in Tokyo in Japan, Jan. 15. I thought the people of Japan would not be so helpful and friendly as they are. Helpful when you're lost, is what I mean. Friendly when you're alone in a city. I guess it's because most young Japanese people want to practice the English language, not only the young are helpful, the older people are very friendly and helpful. I didn't think I would see a place with people all over a single country. But on this trip, I did and it's hard to believe. We were to one city which, I thought was big and it was small in Japan. We thought it was the smallest city in Japan. The language I thought it was difficult, but after being around the Japanese, it was easy to pick up and understand. I think the Japanese people are the friendliest I have ever met, but I have more to see in this world." (Bethel)

"Lots. I'd like to come back to Japan on my own, this trip means so much to me. I wish we could have stayed longer. I think if I went to a different country I'd know how to travel better and know what to do." (Alegnagick)